

Inspection of Albion House Day Nursery

9 Albion Street, Grantham, Lincolnshire NG31 8BG

Inspection date: 29 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming and safe nursery. They quickly settle as they find their favourite activities in the awe-inspiring environment the staff have carefully created. Children are provided with ample opportunity to explore their own interests. Staff enable children to take managed risks. Children create a ramp for their balance bicycles using large wooden bricks. They develop their balance and coordination as they travel confidently along the ramp.

Children are helped to build their knowledge and understanding of the world around them when they show an interest in firefighters. They are given the resources they need to dress up, and they use their imaginations as they put out 'fires' using a hose in the garden. Children develop their large-muscle skills as they are assisted to use spades to dig for 'treasure'. Staff help children to find the treasure, saying, 'You've found a mystery there; I wonder what it could be?'

Younger children explore with their senses and small muscles as they play with vehicles in flour. They are encouraged to make circular movements with their fingers as they explore the texture of the flour. They continue their exploration of sensory play outdoors in the mud kitchen, filling up a teapot with mud and using their small-muscle skills to push vehicles through the mud, watching as they make tracks and patterns.

What does the early years setting do well and what does it need to do better?

- Staff enable and encourage children's interests, which leads to children being confident and inquisitive learners. Children show a 'can-do' attitude in their play. For example, children persevere and show determination during tasks, such as putting on their coats and rain suits. Outside, they jump with glee in the puddles left by the rain, smiling as the puddles splash around them.
- The manager has identified what they want children to learn. However, they do not always ensure that all staff are confident in delivering the programme of learning. For example, less-experienced staff do not always provide high-quality interactions with babies during routine activities, such as mealtimes.
- The provider ensures that children enjoy healthy snacks and meals, catering for those who have allergies and intolerances. However, staff do not discuss health and nutrition with younger children. As a result, children do not consistently learn about the benefits of healthy eating habits from a young age.
- Parents are highly complimentary about the nursery. They say that the 'warm and cosy' nursery environment helps children to settle quickly with their key person. Staff share regular information about children's learning and suggest activities for parents to enjoy with their children at home. Parents comment that the nursery provides 'genuine love and care' for their children, and they feel that

staff prepare children for the next stage of their education.

- Children's behaviour is good at nursery. Staff skilfully support children's behaviour and build their confidence as they play. For example, they continuously praise children's efforts by saying, 'Good balancing, super-duper,' as children carefully balance on large equipment.
- Staff well-being is given priority. The highly knowledgeable and supportive manager provides frequent team activities and ongoing support for staff to help them feel valued and very happy. The manager identifies training needs through regular supervision sessions. Staff training has a positive impact on children's learning, for example, staff comment that training helps to increase their knowledge of child development.
- Children are helped to learn about the wider world beyond their own experiences. The manager and staff teach children about differences in their own community and beyond. For example, the staff help children to learn about their own customs and those of other cultures, such as the Hindu festival of Holi.
- Staff provide support tailored to children's individual needs. They help families to access further support and make referrals to other professionals when needed. Staff use picture cards for children who have communication difficulties to help them understand what is happening next during the routines of the nursery day. Staff provide one-to-one support when required so that children with special educational needs and/or disabilities are making good progress in their learning.
- Staff expertly weave mathematics into play. For example, children line up to wait their turn on the balancing blocks. Staff encourage children to count the time it takes for each child to cross the blocks. Children join in with glee, counting confidently.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff receive regular training on safeguarding children to ensure that their knowledge is up to date. Staff understand how to identify signs that may indicate a child is at risk of harm or abuse and how to report concerns they may have. The nursery is safe, secure and well maintained. Daily risk assessments mean that potential hazards are swiftly identified and removed. Robust recruitment and selection procedures ensure that all staff working with children are safe and suitable to do so. Staff understand how to escalate concerns regarding another member of staff should they need to.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff interactions with babies so that they consistently support emerging speech and language during routines throughout the day

- extend children's understanding of how healthy food choices promote their good health.

Setting details

Unique reference number	EY318956
Local authority	Lincolnshire
Inspection number	10279838
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	41
Name of registered person	Hart, Melanie Jane
Registered person unique reference number	RP514119
Telephone number	01476562078
Date of previous inspection	2 August 2017

Information about this early years setting

Albion House Day Nursery registered in 2005 and is situated in the town of Grantham, Lincolnshire. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including the manager, who holds early years teacher status. The nursery opens Monday to Friday, all year round, except for bank holidays and the Christmas week. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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